

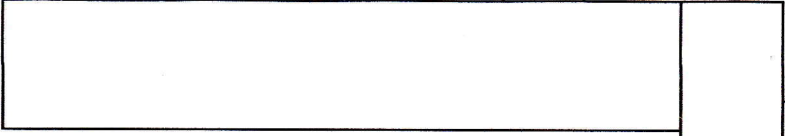
Kids Art Work
Microwave / Sink

Bookcases

Shelves

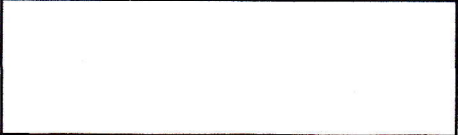
Door

X X X X



X

X X X X



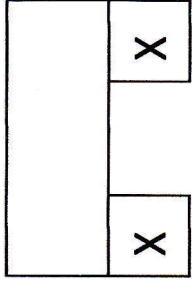
Table

X X

Projector

Chair

X X X X



X X

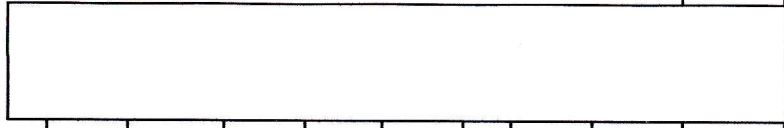
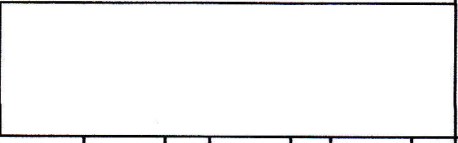
Agendas

Whiteboard

Poster

X
Table

X X X X

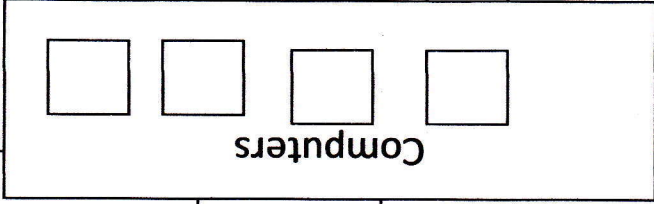


X X

X X X X

Teacher's
Desk

X X X X



Computers

Sharpener
Folders

TV

Window

Posters

Frozen Worlds Display

Context

Where?
When?

Karissa Tatom
Intro to Teaching
Week 1 Impressions

ie:
Mrs.
6th
grade
Middle
etc.

My first impression of the classroom I was in was a series of contradictions. First, it seemed like chaos. The children were not nearly as quiet as I first expected entering the classroom. However, after we had been seated, the teacher informed us that the noise I had heard coming in was from groups of partners working together to study for their vocabulary test, which was the next day. She explained that it was a unit review that was linked to what the students were learning in history at that time. Her current unit, she explained, was on Frozen Worlds. It detailed the story of the Iditarod, used a book called Woodsong, by Gary Paulsen, and used vocabulary and poetry that used mental pictures of winter and a frozen world.

Slowly it began to make more sense, and the chaos changed as she signaled a good transition from group work to a review that she led as she explained the plan for the day tying everything in to the overall unit. Once the classroom was quieter, I took the chance to look around and quickly realized how small the room was. Most of the students had to wait to pass by each other as they navigated the classroom. I noticed as well that the small room seemed to cause students to congregate in areas of the room which seemed to cause a lack of attention to what the teacher was saying. Another question I had, was what the students at the back of the room were doing? They seemed like possibly aides, but never really seemed to interact with the teacher and frequently acted as if they had no task at all. I wonder if they are possibly older students on their elective hour. Another element I noticed in the classroom was that even though the space in the classroom was limited, it seemed to be used pretty well. Every inch of the wall seemed to have storage or cupboards or something holding material so students wouldn't need to have it on or

ASK!

explain

around their desks. I noticed in the classroom that there was an underlying control that previously did not seem to exist.

While the teacher had times of students' inattention, overall, I felt that the students seemed engaged as she praised correct answers and explained incorrect answers in such a way that the students did not feel failure but instead learned through answering incorrectly. She seemed to want students to explain the answers fully, instead of being satisfied with surface knowledge and changed methods when things seemed to not be understood. I also noticed she made comments such "You were the only one to turn in reading, thank you." I felt like these comments might have been more helpful in a quieter tone so the student felt achievement but the other students didn't become antagonistic. Another response I thought was interesting was that she didn't limit students to one answer but instead kept expanding to multiple answers. I thought this was a helpful idea because it encouraged the students to go above and beyond.

Seem to exhibit? what were you seeing? (can you speak how a student feels?)
wrestle with this?
How?
Explain

One thing I did not think was helpful though was the length of the lesson. The students began attentively listening and about halfway through seemed to be quite bored. Even when she would ask engaging questions or encourage students' participation through comments such as "Let's narrow that down some" and "Can you explain that?", the lesson continued for about 30 minutes and only about 15 minutes of that seemed to be when the students were really focused. I felt like she moved on slowly which was good because it allowed students to stay on track with her but possibly just covered too much material. This seemed to cause students to become disruptive but seemed to be handled well as she simply walked up to each student and said something quietly or signaled an incorrect behavior such as by closing a student's book who was reading. Overall, the teacher seemed to have great control and used the small space exceptionally well.

to you? to whom
what were you seeing?

20/25 Nice map!